

An Analysis of Student's Javanese Language Interference in Pronunciation of English

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Abstract

This study is concerned with an analysis of students' Javanese language interference in pronunciation of English among the fourth-semester students of the English education program of Nurul Huda University. The study aims to identify the forms of phonological interference in the Javanese dialect in the school, along with its causal factors. This study was a qualitative descriptive study with a sociolinguistic approach. The technique for collecting the data was a test consisted some words from the oxford dictionary to pronouns, especially in the word have (/d/) in reading passages, and students read in Javanese dialect, recording, and observation. The technique for collecting the data was a test consisting of 20 words from the text and 20 respondent Javanese people, the technique for analyzing the data are data reduction, data display, and conclusion drawing/verification. The writer found that the Javanese learners of English encountered difficulties in pronouncing especially in the accent of the sound /d/ in the final position in voiceless /t/. Based on the findings, the writer found that students' Javanese pronunciation interference of the fourth-semester students of English education program of Nurul Huda University was a pronouncing accent in final position /d/ with the resulting test of pronunciation was 329 words from 20 respondents and for the result of observation was 11 words not interference and interference of pronunciation test was 73 words with 20 respondents.

Keywords: Javanese, Interference, Pronunciation

INTRODUCTION

Language is a crucial instrument to connect people. We need language to communicate easily. Language is a human and no instinctive method of communicating ideas, feelings, and desires, through systems of sounds and sound symbols. Language is often defined as an arbitrary vocal system used by human beings to communicate with one another. In this era, the English language plays an important role. In addition, Indonesia has a wide variety of accents, for example, Javanese accent, Balinese accent, Sundanese accent, etc (Muhassin, 2018).

According to Harmer in Hakim, (2012:245) "Pronunciation is the biggest thing that people notice in speaking English". Pronunciation is the way a word or language is spoken. Pronunciation is the knowledge of how to say a word – that is how to pronounce it. Most Javanese people get difficulty speaking English with good pronunciation because of their accents. Pronunciation is one aspect of supporting English language skills due to speak in English needed good pronunciation of the language to be delivered understandable because when either the pronunciation would change the meaning of that, actually cause the other person will feel confused. Pronunciation is the biggest thing that people notice in speaking English, the way a word or language is spoken, the knowledge of how to say a word – that is how to pronounce it.

The pronunciations of plosive /d/ sounds are located in different positions (initial, middle, and final). The words containing the letter /d/ are classified into two based on their neighbor's vowels preceding or following; tense vowels and lax vowels. It is found that there is a different duration between the native speaker of English and the foreign speaker of English as a result of the sound variation of the plosive /d/ sound. The positive transfer occurs when there is no sound that changes when pronouncing /d/ at the ending of English words. The negative transfer occurs when there is a sound that changes when pronouncing /d/ at the ending of English words, /d/ is pronounced into /t/ (Dewi: 2017.).

In general, pronunciation refers to the act or result of producing speech sounds, such as articulation, stress, and intonation, while also referring to some standard of correctness or acceptability (Debarun, 2016). Pronunciation is the process of producing comprehensible sounds by articulating speech organs such as lips, teeth, lungs, vocal tracts, and tongue. Air from the lungs is forced up

through the neck and vocal cords, through the mouth, past the tongue, and out between teeth and lips to pronounce words (Lasi, 2020).

According to Mulyani (2007:45), in Istiqomah (2016) Javanese is one of the languages in Indonesia. Javanese is a communication tool for Javanese people. Javanese is the spoken language of people in the central and eastern parts of the island of Java. States that Javanese is a communication tool for the Javanese people. Good English pronunciation is an essential part of good communication. If someone does not have clear English pronunciation, other people may not understand what he is saying. Mistakes in pronunciation can cause major misunderstandings. Our English pronunciation is the first impression other people get when we speak. We may have excellent reading and writing skills and know all the grammar rules, but other people will judge our English by what they hear which is our English pronunciation. If people have a hard time understanding us, they will think our English is not good.

Interference is defined as errors in the learner's use of a foreign language that can be traced back to the mother tongue. The different phonological rules in Javanese and English can make the learners mispronounce some English words. In Javanese, no letter is not pronounced like silent letters in English. All of the letters in Javanese are pronounced in every word. On contrary, in English, a silent letter is acceptable due to the English irregularity. The English irregularity creates diversity between the orthography and the spoken word. Spelling no longer accurately reflects pronunciation in English (Sekarsarimurti, 2019).

Many factors influence students in learning English but of the influence of the first language which is mastered by students is Javanese. Besides that, the Javanese language gets more portion in the use of communication in the community environment. And material the readings that students have at home is still minimal so students are less able to pronounce vocabulary so little. This factor can cause lexical interference in English and Javanese, which are inadequate in the vocabulary of the recipient's language in the face of progress and renewal and lack of loyalty to the use of the mother tongue. Javanese people pronouncing Indonesian are also sometimes still unclear because there is a more dominant Javanese accent. So Javanese people have difficulty pronouncing vocabulary or words in English. There are four factors influencing Javanese in learning English pronunciation, those are; age, first language, exposure, and motivation. All the respondents' first language was Javanese. They used Javanese since they were a kid until now (Wardani et al., 2019).

In addition, this research investigated the problems of Javanese interference with the pronunciation of English by the fourth semester of Nurul Huda University in pronouncing /d/. In Javanese, this sound is only in the initial and middle positions correctly. When Javanese people speak Javanese, they do not find difficulties. They speak fluently because it is their language. But, when they speak other languages, it means that they are learning to produce a new sound. The phonetic transcriptions that Javanese produce are not the same as the phonetic transcriptions of Standard English which are written in the dictionary. The writer finds some mistake in pronouncing the sound /d/ in English that is caused by their habit of pronouncing /d/ as /t/ especially in the final position of words.

In this analysis, the writers are interested in the relationship between culture and the teaching-learning process of education. The writer thinks that students' Javanese accents can interfere with their pronunciation in English, especially in pronouncing the sound /d/. As we know that Javanese accent is used in their daily conversation, and this can interfere with their ability to speak. In this study, the writer focused on the Javanese Accent this research discussed problems with Javanese interference pronunciation in English in pronouncing /d/ in the final position. The writers made observations during the Fourth Semester of the English Education Program at Nurul Huda University.

Therefore explanations above, the writers wanted to conduct a study entitled "An Analysis of Students' Javanese Language Interference in the Pronunciation of English at the Fourth Semester of the English Education Program of Nurul Huda University.

METHODOLOGY

In this study, the writer used the descriptive qualitative method because it can describe systematically the fact and characteristics of the data. Qualitative research is the natural setting as a direct source and data and the researcher as the key instrument, the data are collected in the form of words or pictures rather than a number. Qualitative research is concerned with process rather than simply with outcomes or products and tends to analyze the data inductively (Maulidina, 2012).

Based on the explanation above, the writer intends to describe the interference of the Javanese accent in the English pronunciation students of the phoneme. Qualitative research is a way to explore and understand the significance that a meaning individual or group ascribes to a social or human problem. The writer only chooses 20 students from the fourth semester of the English education program of Nurul Huda University in the Academic years 2021/2022 who come from the Javanese region.

According to Fahreza (2016), some techniques can be used to collect data in qualitative research. They are tests, audio recorders, and observations. In this study, the writer collected the data by recording.

1. Test

The test was adapted using readability. Text readability is a measure of how well and how easily a text conveys its intended meaning to the reader of the text. Text readability can check at <https://readabilityformulas.com> in the Google search bar.

2. Audio recorder

The writer collected the data by recording the students' pronunciation one by one. In data collection, the writer used an audio recorder to observe the emphasis in a word so that the results of the data can be accurate.

3. Observation

The writer used observation the collecting the data. In this case, the researcher will come to the place of observation and be directly involved in the activity. The writer observed the teaching and learning process of English Pronunciation with tests that have been given during the research process in class

In this research, the writer collects the data by recording and only chooses the students of Javanese from the class. The steps are as follows:

1. The writer made an appointment with the participants.
2. She asked permission from the participants to be the object of the research.
3. She gave the task paragraph to read aloud
4. Students recorded voices with the recorder.
5. She transcribed the data recorded.

In this study, the writer used a qualitative data analysis technique. Data analysis was a time-consuming and demanding procedure in qualitative research. It is the method through which the writer systematically explores and organizes their data to better comprehend the data and report the findings to others. The process of managing data and organizing it into a good pattern, category, and fundamental unit was known as data analysis. Here the writer used Sugiyono (Alifa, 2020) to state There are three activities in analyzing data, namely data reduction, data display, and conclusion drawing/ verification.

1. Data Reduction

The first step was data reduction. Reducing data means summarizing data choosing the main points, focusing on the important things, and looking for the patterns so that the reduced data will give a clearer test and the writer reduced data from the results of the test and observations that have been done to focus on important things.

2. Data Display

The second one was the data display. Displaying data was presenting data into the pattern. By displaying data, it will make it easier to understand what happened and plan the next work based on what has been understood. In display data, it can be in the form of brief descriptions, charts, the relationship among the categories, and so on.

3. Conclusion Drawing/Verification

The third one was conclusion drawing/verification. Qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. Conclusions accompanied by valid and consistent evidence, conclusions found are credible conclusions. Thus the conclusions of a qualitative study may answer the formulation of the problem formulated from the beginning because the formulation of the problem in a qualitative study is temporary and will develop after the writer is in the field (Alifa, 2020).

RESULT AND DISCUSSION

The writer presents the analysis of students' pronunciation in pronouncing the sound /d/. The students who are taken in this study are 20 respondents from the student's Javanese from the fourth semester of the English education program of Nurul Huda University academic year 2021/2022. The writer appends the words into phonetic form. And the writer presents the data analysis found in the recording sound of pronunciation of the test about Javanese interference in the final position /d/. After listening to the recording of the pronunciation test. In doing the test the student finds some interference or not in pronunciation. In this study the writer used 20 English words for the test there has the sound /d/ in the initial, middle, and final.

Here the writer has three categories in the position of the sound /d/ there are initial, middle, and final. on the other hand, when the students' Javanese pronounce the initial and middle position 100% correctly. It never occurred in the final position in English words. When the student read the text and does not conscious of pronouncing/d/at the end of the English the student has interference and incorrectly pronounces the words in which the final sound /d/ is pronounced as /t/. The table below presented correct or incorrect in pronouncing English words:

Table 1.

The Description of Students' Javanese in Pronunciation Sound /D/

No	English Words	Percentage			
		Frequency	Correct %	Frequency	Incorrect %
I	Initial				
1	Do	20	100%	0	0%
2	Day	20	100%	0	0%
3	Drink	20	100%	0	0%
4	Develop	20	100%	0	0%
5	Dispose	20	100%	0	0%
6	Discharge	20	100%	0	0%
II	Middle				
1	Order	20	100%	0	0%
2	Reduce	20	100%	0	0%
3	Condition	20	100%	0	0%
4	Product	20	100%	0	0%
5	Modify	20	100%	0	0%
III	Final				
1	And	16	80%	4	20%
2	Good	17	85%	3	15%
3	Avoid	7	35%	13	65%
4	Fluid	8	40%	12	60%
5	Could	12	60%	8	40%
6	Should	19	95%	1	5%
7	Land	6	30%	14	70%
8	Road	11	55%	9	45%
9	Liquid	9	45%	11	55%

Based on the table above the writer gave six English words in students' English pronunciation in pronouncing the initial sound /d/, five English words in the middle position sound /d/, and nine English words in the final position. From the table above, the writer can see that all of the students are not interfered in pronouncing the initial and middle sounds/d/. The percentage of each word that is not interfered with is 100% correct. The writer calculates the average of all percentages and finds that 100% of students are not interfered with by the Javanese accent when pronouncing English words, especially

in pronouncing initial and middle sounds/d/.

And from the table above, in nine words final sound /d/ in English words, the student to find the interference of Javanese accent in students' English pronunciation. From the table above, we can see that have some students who are correct and incorrect in pronouncing the final sound /d/. Also, it occurs when they pronounce English words correctly or incorrectly. The percentage of each word that is incorrect is 20%, 15%, 65%, 60%, and 40%. 5%, 70%, 45% and 55%. And the percentage of each word that is correct is 80%, 85%, 35%, 40%, 60%, 95%, 30%, 55%, and 45%. And from the result above, shows that the percentage of pronouncing the final sound /d/is as follows:

- 1) In pronouncing the word "And", is pronounced by students 80% correctly and 20% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word "And", it occurs when the student pronounces with /d/. The incorrectness occurs when the student pronounces the word "And" with /t/. Because when the student pronounces that the end of the word is the same. Javanese is the only one who does not have voiced alveolar /d/ in the final position. Therefore, Javanese students tend to substitute this sound with its nearest replacement which is voiceless /t/. And to pronounce the /d/: air is briefly prevented from leaving the vocal tract when the tip of the tongue presses against the tooth ridge while the sides of the tongue press against the upper side teeth. The sound is aspirated when the air is released. The aspiration for a /d/ is less than the aspiration for a /t/.
- 2) In pronouncing the word "Good", is pronounced by students 85% correctly and 15% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Good" with /t/ as explained in the previous discussion above.
- 3) In pronouncing the word "Avoid", is pronounced by students 35% correctly and 65% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Avoid" with /t/ which final sound /d/ is pronounced as /t/ as explained in the previous discussion above.
- 4) In pronouncing the word "Fluid", is pronounced by students 40% correctly and 60% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Fluid" with /t/ which final sound /d/pronounced as /t/ as explained in the previous discussion above.
- 5) In pronouncing the word "Could", is pronounced by students 60% correctly and 40% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Could" with /t/ which the final sound /d/ is pronounced as /t/ as explained in the previous discussion above.
- 6) In pronouncing the word "Should", is pronounced by students 95% correctly and 5% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Should" with /t/and the final sound /d/ is pronounced as /t/ as explained in the previous discussion above.
- 7) In pronouncing the word "Land", is pronounced by students 30% correctly and 70% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Land" with /t/ which final sound /d/pronounced as /t/ as explained in the previous discussion above.
- 8) In pronouncing the word "Road", is pronounced by students 55% correctly and 45% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Road" with /t/ which final sound /d/ is pronounced as /t/ as explained in the previous discussion above.
- 9) In pronouncing the word "Liquid", is pronounced by students 45% correctly and 55% incorrectly. The writer describes the correctness of pronouncing /d/at the ending of the English word that, occurs when the students pronounce with /d/. The incorrectness occurs when the students pronounce the word "Liquid" with /t/ which final sound /d/pronounced as /t/ as explained in the previous discussion above.

Table 2
The Description of Words Category Position in English Sound /D/

No	Students	Correct			Incorrect	Total of Words
		Initial	Middle	Final		
1	Student 1	6	5	7	2	20
2	Student 2	6	5	3	6	20
3	Students 3 & 16	6	5	8	1	20
4	Student 4	6	5	4	5	20
5	Students 5 & 11	6	5	6	3	20
6	Student 6	6	5	5	4	20
7	Students 7 & 17	6	5	5	4	20
8	Student 8	6	5	4	5	20
9	Students 9 & 19	6	5	5	4	20
10	Students 10 & 18	6	5	6	3	20
11	Students 12 & 20	6	5	5	4	20
12	Student 13	6	5	4	5	20
13	Student 14	6	5	7	2	20
14	Student 15	6	5	2	7	20

Based on the table above, the writer was result description of words category position in the English sound /d/ there are, **Student 1** when pronouncing the sound /d/ in the initial have 6 words correct, middle have 5 words correct, and in the final sound /d/has 7 words correct. But in the final sound /d/ student, 1 has 2 incorrect when pronouncing/d/at the ending of the English words so the total of words from student 1 when pronouncing sound /d/is correct 18 and incorrect 2. **Student 2** in the initial sound /d/has 6 words correct, the middle 5 words correct, and in the final have 3 words correct. But in the final sound /d/ student, 2 has 6 incorrect so the total of words from student 2 is correct 14 and incorrect 6. **Students 3 & 16** in the initial sound /d/has 6 words correct, the middle 5 words correct, and the final have 8 words correct. But in the final sound /d/students 3 & 6 have 1 incorrect so the total of words from students 3 & 16 is correct 19 and incorrect 1. **Student 4** in the initial sound /d/has 6 words correct, the middle 5 words correct, and in the final have 4 words correct. But in the final sound /d/ student 4 has 5 incorrect so the total of words from student 4 is correct 15 and incorrect 4. **Students 5 & 11** in the initial sound /d/has 6 words correct, middle 5 words correct, and the final have 6 words correct. But in the final sound /d/students 3 & 11 have 3 incorrect so the total of words from students 5 & 11 is correct 17 and incorrect 3. **Student 6** in the initial sound /d/has 6 words correct, the middle 5 words correct, and in the final have 5 words correct. But in the final sound /d/ student, 6 has 4 incorrect so the total of words from student 6 is correct 16 and incorrect 4. **Students 7 & 17** in the initial sound /d/has 6 words correct, the middle 5 words correct, and in the final have 5 words correct. But in the final sound /d/students 7 & 17 have 4 incorrect so the total of words from students 7 & 17 is correct 16 and incorrect 4. **Student 8** in the initial sound /d/has 6 words correct, the middle 5 words correct, and in the final have 4 words correct. But in the final sound /d/ student, 8 has 5 incorrect so the total of words from student 8 is correct 15 and incorrect 5. **Students 9 & 19** in the initial sound /d/has 6 words correct, the middle 5 words correct, and the final have 5 words correct. But in the final sound /d/ the students have 4 incorrect so the total of words from students 9 & 19 is correct 16 and incorrect 4. **Students 10 & 18** in the initial sound /d/has 6 words correct, the middle 5 words correct, and the final have 6 words correct. But in the final sound /d/ the students have 3 incorrect so the total of words from students 10 & 18 is correct 17 and incorrect 3. **Students 12 & 20** in the initial sound /d/has 6 words correct, middle 5 words correct, and final have 5 words correct. But in the final sound /d/ the students have 4 incorrect so the total of words from students 12 & 20 is correct 16 and incorrect 4. **Student 13** in the initial sound /d/has 6 words correct, the middle 5 words correct, and the final has 4 words correct. But in the final sound /d/ the student has 5 incorrect so the total of words from student 13 is correct 15 and incorrect 5. **Student 14** in the initial sound /d/has 6 words correct, the middle 5 words correct, and the final have 7 words correct. But in the final sound /d/ student, 14 has 2 incorrect so the total of words from student 14 is correct 18 and incorrect 2. **Student 15** in the initial sound /d/has 6 words correct, the middle 5 words correct, and the final have 2 words correct. But in the final sound /d/ student, 15 has 7 incorrect so the total of words from student 15 is correct 13 and incorrect 7.

Based on this observation the writer used audio recording. The writer gives text and the student record when reading the text, but the students don't know have some accent in *the sound /d/* is present in all three positions there are in the initial, middle, and final English words. In the initial and middle position of the text English words and all of the students' Javanese can to pronounced correctly. It never occurred in the final position in students' Javanese have interference and incorrectly. The student

consciously pronouncing /d/ at the ending of the English word in which the final sound /d/ is pronounced as /t/.

So in a discussion based on the study findings, the pronunciation test and observation were produced incorrectly by the students. From the research data above, it can be stated that several words have been found as a result of the pronunciation of students that were pronounced incorrectly in English including had 4 students said the word "And" pronounce it incorrectly, 3 students said the word "Good" pronounce incorrectly, 13 students said the word "Avoid" pronounce it incorrectly, 12 students said the word "Fluid" pronounce it incorrectly, 8 students said the word "Could" pronounce it incorrectly, 1 student said the word "Should" pronounce it incorrectly, 14 students said the word "Land" pronounce it incorrectly, 9 students said the word "Land" pronounce it incorrectly, 11 students said the word "Liquid" pronounce it incorrectly. Therefore, from the findings and discussion, the writer can conclude that the interference of students' pronunciation of the word in the text of the Fourth-semester students' Javanese of English education program was Interference. It was because the highest result from the test and observation was interference with the total result of pronouncing and interference was 73 words from 20 respondents and the lowest result with the total of pronouncing and correcting was 329 words from 20 respondents. This study was very important to do because the writer can know about students' Javanese pronunciation interference. This study can improve the pronunciation ability of students, especially accent in the final /d/.

Table 3
The Data of Students' Javanese

No	Name of student	Gender	Code
1	Adi Saputra	Male	Student 1
2	Ahmad Fauzi Syah	Male	Student 2
3	Doni Setiawan	Male	Student 3
4	Endang Komsatun	Female	Student 4
5	Fauzi Abdullah Faiz	Male	Student 5
6	Feni Hania	Female	Student 6
7	Fiska Marina	Female	Student 7
8	Hadi Al Ghozali	Male	Student 8
9	Handika Galih Prakasa	Male	Student 9
10	Kharisma Sari	Female	Student 10
11	Ma'rifatul Anwar	Male	Student 11
12	Maida Ika Puspita	Female	Student 12
13	Mita Puji Suryani	Female	Student 13
14	Nasyiatul Asiyah	Female	Student 14
15	Nurul Hashanah	Female	Student 15
16	Nur Choliz Majid	Male	Student 16
17	R. Ajeng Ayu	Female	Student 17
18	Rina Ria Sari	Female	Student 18
19	Riyo Tegar Ariansyah	Male	Student 19
20	Srie Moehayatil Awaliyah	Female	Student 20

CONSLUSION

Based on the data analysis described in the findings and discussions, the writer can be concluded that the students in the fourth-semester students of the English education program of Nurul Huda University still focused on problems with pronunciation, especially in the Javanese interference accent. In this study, the writer concluded that there is much interference in the pronunciation of English. The first language has an important role in learning a second language and factors influencing Javanese in learning English pronunciation, those are; age, first language, exposure, and motivation. In pronouncing the initial sound /d/ of Javanese students' and then pronouncing the initial sound /d/ of English words, 100% of students are not interfered with. It is because there is no sound that changes in pronunciation sound /d/ at the beginning of the words English made by students' Javanese. And the way students produce the sound /d/ in the middle of words in English is the same as the way they produce the sound /d/ at the beginning of words. In pronouncing the final sound /d/ of English words, the writer found that 40% of the student are not interfered with and 60% of the students are interfered with by their Javanese accent when pronouncing English words. The percentage of each word that is incorrect is And: 20%, Good: 15%, Avoid 65%, and Fluid: 60%. Could: 40%, Should: 5%, Land: 70%, Road: 45% Liquid: 55%. And the percentage of each word that is correct is 80%, 85%, 35%, 40%, 60%, 95%, 30%, 55%, and 45%. The total of word interference was 73 and the total of the word not interfering or correctly was 329 from 20 respondents. In this case that there were two respondents and all correctly

in pronounce the word, with just one-word interference in the text. Moreover, based on the observation there were 9 words out of 20 words pronouncing interference and there were 11 words out of 20 words pronouncing not interference. The interference occurs when there is a sound that changes in pronunciation/d/ at the ending of an English word, and/d/ is pronounced into /t/.

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